



Newbridge Primary School

Behaviour Policy

This Policy should be read in conjunction with the Newbridge Primary School Anti Bullying and Teaching and Learning Policies, along with the [Trauma Informed Behaviour Policy Guidance](#) produced by the Local Authority

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Rationale

At Newbridge Primary School, we encourage mutual respect, care and concern for others. As a school we want our pupils to develop a clear view of right from wrong and to feel safe, secure, and valued. We want them to appreciate the needs of others and of the community around them. The School Values underpin all school life and are used as a way of encouraging and rewarding children for:

Learning and Communication

Creativity and Imagination

Personal Development

Collaboration

Citizenship

1. AIMS AND EXPECTATIONS

- 1.1 It is a primary aim of Newbridge Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy document was prepared following a process of consultation with staff, parents and children and it complies with Section 89 of the Education and Inspections Act.
- 1.2 All behaviour is a form of communication and has a function behind it. We are mindful that a pupil's behaviour may be impacted upon by special needs, disabilities & other factors. We will account for this in our decision making. Staff will also consider any emotional and mental health needs that may be impacting on a child's behaviour.
- 1.3 The school will work with parents/carers to address instances where a pupil's behaviour is impacted by any special needs or disabilities.
- 1.4 The school has high expectations. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to be successful. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful and considerate way.
- 1.5 The school expects every member of the school community to behave in a considerate way towards others, to contribute to standards of behaviour and uphold the school values.
- 1.6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible, confident, well-motivated and increasingly independent members of the school and wider community.
- 1.7 The school rewards positive behaviour and sanctions inappropriate behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour, rather than merely deter inappropriate behaviour. The resources that we use at Newbridge to teach our expectations can be found in the appendices of this policy.

2. EXPECTATIONS

All pupils are taught our Newbridge Primary School Behaviour Expectations. We refer to our *Behaviour Buddies: Respectful Robin, Responsible Ravi* and *Safe Sam* in Assemblies and as part of a taught behaviour Curriculum: *Newbridge Primary School Routines*

2.1 Recognition

All staff follow the agreed system of day-to-day recognition that is part of our Behaviour Expectations. Across the whole school staff use these Expectations, the Behaviour Buddies and the Newbridge Routines to affirm positive behaviour and learning or demonstration of the school values. In the lower school, pupils can receive a sticker as a reward. Positive behaviour is not rewarded by the giving of gifts and presents.

- Staff can send children to members of the Senior Leadership Team in recognition of demonstrating the school values, good learning or positive behaviour.
- Celebration Certificates are awarded to two children per class per week at weekly celebration assemblies. These certificates are in line with the school values and/or learning behaviour that we promote. Class teachers keep a record of who receives a certificate to ensure that all children are recognized throughout the year.

2.2 House points

- Pupils are divided into four school houses.
- House points are given as a reward to children when they demonstrate the school values. House points are totalled on a weekly basis.
- The winning house will be celebrated in assembly.
- No more than one house point is given to a child at a time.
- House points can be given at any point during the school day, including break times.

2.3 Focusing on Positive Behaviour

- The management skills of all staff are crucial to the achievement of positive standards of behaviour. At Newbridge we place emphasis on positive relationships between all staff and pupils and use *positive affirmation* (describing the behaviour we expect to see, rather than focussing and singling out a pupil for a more negative behaviour).
- The Newbridge Behaviour Expectations system is followed to support behaviour. **See Appendix 1.**

Behaviour incidents will be communicated between staff. Incidents will be recorded on SIMs and discussed by the Senior Leadership Team on a weekly Basis.

3. Bullying

Definition of Bullying: 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'

If there are concerns that a pupil is being bullied, staff will refer to the school's Anti Bullying Policy and follow the appropriate procedures.

4. Understanding Behaviour

A Behaviour Curriculum

Positive learning behaviours help pupils to be ready, focused and to rise to the challenges of learning. They also help to keep us safe at times, for example when we move around school using *Fantastic Walking*

We work with staff, pupils and families to better understand the function of behaviour and what the child is trying to communicate. We link this to neuro-science and teach it to pupils in an age-appropriate way. Pupils and adults are aware of the Triune Brain and how, when under stress, the creation of cortisol results in us *'flipping our lids'*.

The SENDCo and appropriately trained staff advise staff on knowing and understanding particular needs. (See **Appendix 2.**)

5. THE ROLE OF STAFF

5.1 It is the responsibility of all staff to ensure that the school's expectations are upheld so that children behave in a responsible manner. Pupils are expected to be respectful, be responsible, and be safe.

Staff will talk to pupils to coach and support them to understand the different emotions they experience, why they occur and how to self-regulate. Adults will recognise, empathise, validate and label feelings whilst setting limits on behaviour and problem solving with the pupil.

5.2 Teachers should inform parents of incidents of inappropriate behaviour in line with the *Newbridge Primary School Behaviour Expectations*

5.3 The class teacher or appropriate staff will liaise with external agencies as required.

5.4 At playtimes, staff follow the agreed Newbridge Primary Scholl Routines.

6. THE ROLE OF THE HEADTEACHER

6.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement this policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school and staff.

6.2 The Headteacher supports the staff by implementing the policy, setting the standards of behaviour and by supporting staff in their implementation of the policy.

6.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

6.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious incidents. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

7. THE ROLE OF PARENTS/CARERS

7.1 We work collaboratively with parents/carers to support pupils to uphold the school's values and expectations. We encourage supportive dialogue between home and school. Expectations are included on the Home School Agreement.

7.2 We expect parents/carers to support and reinforce the school's Behaviour Policy and the Anti-Bullying Policy by demonstrating appropriate behaviour, both physical and verbal. Parents/carers can be asked, for a fixed term period, to vacate the premises if they use inappropriate standards of behaviour either verbal or physical.

7.3 If the school has to use reasonable sanctions as a result of a child's behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns they should raise it with the Senior Leadership Team in the first instance. If the concern remains, they should contact the Headteacher and, thereafter, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7.4 Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Depending on the severity of the alleged offence, it may be appropriate for parents to contact the Phase Leader, Deputy Head or Headteacher. Parents/carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

8. THE ROLE OF GOVERNORS

8.1 The Headteacher has the day-to-day authority to implement the school's Behaviour Policy and the Anti-Bullying Policy, but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8.2 The Governing Body monitors the incidents of bullying that occur (see 8.4), and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

8.3 The Governing Body should respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

8.4 An overview of significant behaviour incidents will be reviewed at link governor meetings with the safeguarding team.

9. SUSPENSION AND PERMANENT EXCLUSIONS

9.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the DfE guidance, Exclusion from maintained schools, academies and pupil referral units in England. We refer to this guidance in any decision to exclude a child from school.

9.2 Neither the full governing body, nor the Pupil Discipline Committee (PDC) excludes pupils. Section 52 (1) of the Education Act 2002 states that only the Headteacher of a school can exclude a pupil. This is defined as including anyone who is acting as Headteacher on a temporary basis, for example, when the Headteacher is away from the school. The Headteacher should make it clear to everyone in the school who is in control when s/he is not on the premises.

9.3 It is the job of the PDC, following their Committee's Terms of Reference, to decide if the Headteacher has taken the right action in excluding the pupil, and whether the length of the exclusion is appropriate in the circumstances.

9.4 A decision to exclude a pupil should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

9.5 Permanent exclusion is appropriate where it is the final step in a process for dealing with disciplinary offences following a wide range of other strategies used without success. There will be some exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude on a first offence. These are:

- serious actual or threatened violence against another pupil or member of staff
- sexual abuse or assault
- supplying or in possession of an illegal substance
- carrying an offensive weapon

In such cases the Secretary of State would not normally expect the PDC or an Independent Appeal Panel to reinstate the pupil.

Alternatives to Exclusion

9.6 Before resorting to exclusion the school must first try other methods to deal with discipline issues. These may include:

- internal exclusion, which requires a pupil to be removed temporarily to another place within the school and which may include break times
- a managed move, to a different school

Length of exclusions:

9.7 The Headteacher may exclude for one or more fixed periods up to a maximum of 45 days in one school year.

9.8 Inspection evidence suggests that 1 - 3 days is long enough to gain benefit from the exclusion without the pupil suffering adverse educational consequences.

9.9 The school must set learning for the pupil during a fixed term exclusion of more than one day, and a teacher should mark this.

9.10 Where a much longer exclusion has been imposed, e.g., 15 days or more, the Headteacher must consider:

- how the child's education will continue during this time. The school, under DfE guidelines, must provide and pay for alternative educational facilities from the sixth day of exclusion
- how the time can be used to address the child's needs
- how best the child can be reintegrated to the school

Lunchtime exclusion

9.11 Children can be excluded for the duration of the school's lunchtime, especially if it is disruptive behaviour at lunchtime that is the cause of the problem. This equates to a fixed term exclusion of one-half school day. Parents/carers have the same rights of appeal. Arrangements may need to be made for children who have free school meals.

Parental cooperation

9.12 Where a parent/carer refuses to comply with an exclusion, whether at lunchtime or for longer periods, the school must consider the child's safety in deciding what action to take.

9.13 If the school is unable to resolve the situation it may be necessary to contact other support agencies), or contact the Local Authority for advice.

9.14 THE ROLE OF THE HEADTEACHER

- Before deciding to exclude the Headteacher must:
- ensure that an appropriate investigation has taken place
- consider all the facts and firm evidence to support the allegation and consider the appropriate school policies.
- If the Headteacher is in any doubt as to whether the child did what is alleged, they should not exclude.
- allow the child an opportunity to give their version of events
- check whether an incident was provoked, especially by either racial, homophobic, or sexual harassment
- if necessary, consult with other people, but not with anyone who may be later involved in a review of the decision, e.g., a member of the PDC

9.15 Once the decision to exclude has been made, the Headteacher must immediately inform the governing body's PDC (through the Chair of Governors if necessary or appropriate) and the Local Authority in the following circumstances:

- all permanent exclusions
- exclusions that result in the child missing more than 5 days in total in a term
- exclusions that result in the child not being able to take a public examination.
- Short term fixed period exclusions need only be notified three times a year. Notification should give the child's name, and the length and duration of the exclusion.

Informing Parents/Carers of an exclusion

9.16 The Headteacher must, without delay, take all reasonable steps to inform the parents/carers of the exclusion and its duration. This should be by telephone in the first instance followed by a letter within one school day.

9.17 The letter should be sent by first class post, or personal delivery, to the last known address of the parent/carer. If posted it should be assumed to have arrived. This applies to permanent exclusions but, in the absence of any advice regarding fixed term exclusions, it would be wise to follow the same guidance.

9.18 Following any meeting of the PDC, letters to parents/carers and the Local Authority should be treated in the same way.

9.19 The letter must state:

- For a fixed term exclusion - the period of the exclusion
- For a permanent exclusion - the fact that it is permanent
- The reason
- The parent/carer's right to make representation to the PDC
- The person the parent/carer should contact to make representation, i.e., the Clerk to Governors

9.20 The letter should also mention:

- The latest date by which the PDC must meet to consider the exclusion
- The parent/carer's right to see and have a copy of the child's school record upon written request
- For a fixed term exclusion, the date and time when the child should return to school (in the case of a lunchtime exclusion, the number of lunchtimes for which the child is being excluded and any arrangements necessary for a child receiving free school meals) and that they will meet with the Headteacher to support the return
- For a permanent exclusion, the date it takes effect and any relevant previous history
- Arrangements for the child to continue with his/her education. It is the parent/carer's responsibility for ensuring work is completed
- The name of an appropriate Local Authority officer to contact for advice
- Informing the PDC and the Local Authority

9.21 Within one school day the Headteacher must inform the PDC and the Local Authority of:

- Permanent exclusions
- Exclusions that will result in the child being excluded for more than 5 days or 10 lunchtimes in one 'old' term (may be accumulated over a period of time)
- Exclusions where the child will miss a public examination

9.22 Fixed period exclusions totalling less than 5 days or 10 lunchtimes in one 'old' term must be reported to the PDC and Local Authority once every 'old' term.

9.23 The information should include:

- The name of the child
- The length of exclusion
- The reason
- The child's age, gender and ethnicity
- Whether the child has an EHCP or is being assessed
- Whether the child is in Local Authority care

10 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

10.1 The school can have children with a wide range of SEND. On occasions there may be children in the school with needs which cannot be met by the Behaviour Policy and Anti-Bullying Policy and it is not in their best interests to follow it. In situations such as this the school will use *reasonable adjustments* to ensure that something more individual is put in place.

10.2 At Newbridge Primary School we are committed to helping every child thrive in their emotional and social development. We use the Emotional Literacy Support Assistant approach (ELSA) to help identify and support children that may need further help developing in these areas.

The school has two trained ELSA Teaching Assistants who are able to develop plans to work with parents, teachers and support staff to support pupils. Further information can be found in the school's Mental Health Offer.

11. DRUG AND ALCOHOL RELATED INCIDENTS

11.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need prescribed medication during the school day the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the office for safekeeping. Any prescribed medication needed by a child while in school must be taken under the voluntary supervision of a teacher or other adult worker. (See Medical Needs Policy)

11.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a suspension. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. Support will be given by the school nurse/other local services (early help) to ensure that children in this situation understand the physical, emotional and legal consequences of substance misuse.

11.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

11.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent/carer of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

11.5 If the offence is repeated the child will be permanently excluded.

11.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

12. MOBILE PHONES/MOBILE DEVICES

Pupils are not permitted to bring a mobile phone or mobile device to school, this includes for any before/after school activity. In exceptional circumstances, and only by permission of the Headteacher, it may be considered that a pupil can bring a phone to school. In this case, clear boundaries will be discussed between the Headteacher and the parent/carer. If these boundaries were breached, the Headteacher has the right to take necessary action in line with the Behaviour Policy, and revoke the permission.

13. MONITORING AND REVIEW

13.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

13.2 The Senior Leadership Team and Headteacher review records of poor behaviour.

13.3 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

13.4 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that this policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the Equality Act and Schools advice from the Department for Education and that no member of the school community is treated unfairly because of race, religion or belief, gender, disability or sexual orientation.

Respectful

Appendix 1. Behaviour Buddies

At Newbridge, we are respectful. That means we:



This is Robin. They are respectful.

Responsible

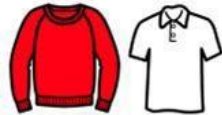
At Newbridge, we are responsible. That means we:



finish homework



say sorry



wear the right uniform



tidy up



bring the right equipment

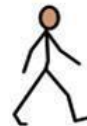
This is Ravi. They are responsible.

Safe

At Newbridge, we are safe. That means we:



use kind hands



show fantastic walking



sit safely



use calm voices

This is Sam. They are safe.

Appendix 2.**

Behaviour	Consequence	What staff need to do Playground, Office / Class
<p>One incident of breaking a routine or expectation</p>	<p>– Redirected to correct behaviour. Warning provided</p>	<p>Reminder of correct behaviour – positive affirmation of appropriate behaviours: being respectful, being responsible and being safe</p>
<p>Second incident of breaking a routine or expectation</p> <p>or</p> <p>Rudeness to staff</p>	<p>– Child reminded of the expectation and asked to reflect on this for up to 5 minutes.</p>	<p>Facilitate a restorative conversation “<i>At Newbridge, we...</i>”</p> <p>Add incident to SIMS/record in behaviour book</p> <p>Parent informed if behaviour persists</p>
<p>Continued incidents of breaking a routine or expectation</p> <p>or</p> <p>Aggressive or intimidating behaviour towards others, including the use of discriminatory language.</p>	<p>Removal from the classroom or playground</p>	<p>Telephone for ELSA, SENDCo or Senior Leadership Team (SLT) to remove the pupil from the classroom</p> <p>Pupil completes work outside of the classroom</p> <p>Teacher follows up with a restorative conversation at the next break/lunchtime</p> <p>Add incident to SIMS/record in behaviour book</p> <p>Parent informed with behaviour records to support conversation</p>
<p>Serious disruption to learning or the smooth running of the school – Refusing to follow any adult instruction, attempting to leave the school site, tipping tables, throwing objects, anything preventing the class teacher from teaching, Fighting with other pupils</p>	<p>Internal Suspension</p>	<p>Telephone Call for ELSA, SENDCo or SLT to remove the pupil from the classroom</p> <p>Teacher or member of staff involved follows up with a restorative conversation</p> <p>Pupils completes work outside of the classroom for the whole morning or afternoon</p> <p>Teacher or a member of SLT informs the parents the same day</p> <p>Add incident to MyConcern (if there are issues with pupil safety)</p>
<p>Continued serious disruption of learning, violence or abuse to an adult or other pupil, behaving in a way that puts the pupil or others at risk of harm</p> <p>Bringing prohibited* items in to school including: Drugs/Alcohol/Solvents/Weapons/Mobile Devices</p>	<p>Suspension</p>	<p>Immediate removal from classroom or playground or removal of other children if child’s behaviour is putting them at risk.</p> <p>Phone call home/discussion with Headteacher to inform them of the decision to exclude and their requirement to pick the child up from school.</p> <p>Reintegration meeting the next day with a member of SLT, pupil and parent/carer.</p> <p>Support from outside agencies if required.</p>



Next Steps: Actions by Class Teacher or SLT Member

If a child accrues 5 Behavioural Points ...	Class Teacher Meets with the Child
If a child accrues 10 Behavioural Points ...	Class Teacher Speaks to Family
If a child accrues 20 Behavioural Points ...	Phase Leader (SLT) Speaks to the Family
If a child accrues 25 Behavioural Points ...	Deputy or Headteacher Speaks to the Family

**It is important to note that all decisions around the next steps to support children at these stages will be taken after weekly discussion by SLT, taking contextual factors and timeframes around the incidents into account. If an incident or incidents are deemed serious, then action may be escalated.



Newbridge Primary School - Behaviour Expectations

There are three behaviour expectations in school. These are to be **Respectful, Responsible and Safe.**

Be Respectful:

- Value differences
- Say please and thank you
- Hold doors open for people
- Talk kindly to other pupils
- Say good morning/ good afternoon to adults
- Respect others' right to learn
- Respect school property by looking after it
- Use a calm and polite tone of voice
- Follow staff instruction

Be Responsible:

- Tidy up your own workspace and the classroom
- Accept responsibility if you make a mistake and saying sorry
- Remember to bring equipment to school
- Wear correct school uniform
- Complete homework on time

Be Safe:

- Sit safely
- Walk through corridors
- Play games that do not become too physical.
- Use calm and respectful tones when we communicate.

It is better to support pupils' understanding through using positive affirmation, rather than drawing attention to the negative behaviour. "At Newbridge, we..."

Appendix 3



Newbridge Primary School - Routines

Our Routines

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with STAR-

- **S** - Sitting or standing up straight
- **T** - Tracking the staff member
- **A** - Attention at all times
- **R** - Respect towards others



Newbridge Primary School - Routines

Fantastic Walking

Know that we walk around school using **Fantastic Walking**

Know that **Fantastic Walking** means -

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting
- Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.



Newbridge Primary School - Routines

Fantastic Listening

Know that we use **Fantastic Listening** in class. This means that we use STAR -

- **S** – Sitting or standing up straight
- **T** - Tracking the staff member
- **A** -Attention at all times
- **R** - Respect towards others
- Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.
- Know that pupils who do not follow school rules will have a consequence for this.



Newbridge Primary School - Routines

Fantastic Contributing

Know that we expect everyone to contribute in class. **Fantastic Contributing** means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Building on what others have said

Arriving at school at the beginning of the day

- Know that I arrive on time to school.
- Know that I walk calmly to our classrooms.
- Know that I greet staff with a smile and a 'good morning'.
- Know that I hang my coat up, put my lunchboxes on the trolley and water bottle in the box.
- Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
- Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.



Newbridge Primary School - Routines

Transitioning within a lesson and at the end of a lesson

- Know that when the staff member signals (1) I should stop what I am doing.
- Know that when the staff member signals (2) I should tuck my chair in if seated and stand up if sat down.
- Know that when the staff member signals (3) I should move to my table/line up.
- Know that when I am lining up, I should be quiet.

Completing work in books

- Know that I should date every piece of work.
- Know that if I am writing a title, I must underline it with a ruler.
- Know that I should always write neatly and clearly, with joined up handwriting.
- Know that I should always start writing from the margin.
- Know that in Maths, I should use one digit per box.
- Know that in Maths, I should always leave a one square space between calculations
- Know that whenever I am drawing lines, I should use a ruler.
- Know how to correct mistakes by drawing a straight line through your work, using a ruler.



Newbridge Primary School - Routines

End of the day routine

- Know that when a staff member **signals (1)**, I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.
- Know that when the staff member **signals (2)** I should stand up and tuck my chair in or stand up if on the carpet.
- Know that when the staff member **signals (3)** I should move to my line space quietly.
- Know that I should wait quietly whilst my class is dismissed.

General classroom expectations

- Know that I should stay **in my seat** during lessons unless asked to leave it.
- Know that I should use the toilet at break and lunchtime so as not to interrupt learning time.
- know that my table should be clear of objects to help me to focus on my learning and manage my distractions.
- Know that I have a responsibility to ensure that the classroom is kept tidy.
- know that I should be an active listener when a member of staff or another pupil has been asked to talk, making sure I am fully focused at all times.



Newbridge Primary School - Routines

Using good manners

- Know that I should always say '**please**' when I am asking for something.
- Know that I should always say '**thank you**' when I receive something or someone does something nice for me.
- Know that I should say '**Good morning/afternoon**' to adults if spoken to.
- Know that it is important to show **gratitude** to others by thanking people for what they have done for me.
- Know that a calm and polite tone is respectful.



Newbridge Primary School - Routines

Playtime Behaviour

- Know that I must walk from my classroom to the playground using **Fantastic Walking**
- Know that I must play safely without hurting anyone.
- Know that I do not 'play fight' because I may hurt someone by accident.
- Know that I must be **kind**, by including people in my games and sharing equipment.
- Know that someone who is kind behaves in a **gentle, caring, and helpful** way towards other people.
- Know that, when called, I must line up in my lining up order **straight away**.
- Know that I must walk to my classroom using **Fantastic Walking**.

Lunchtime

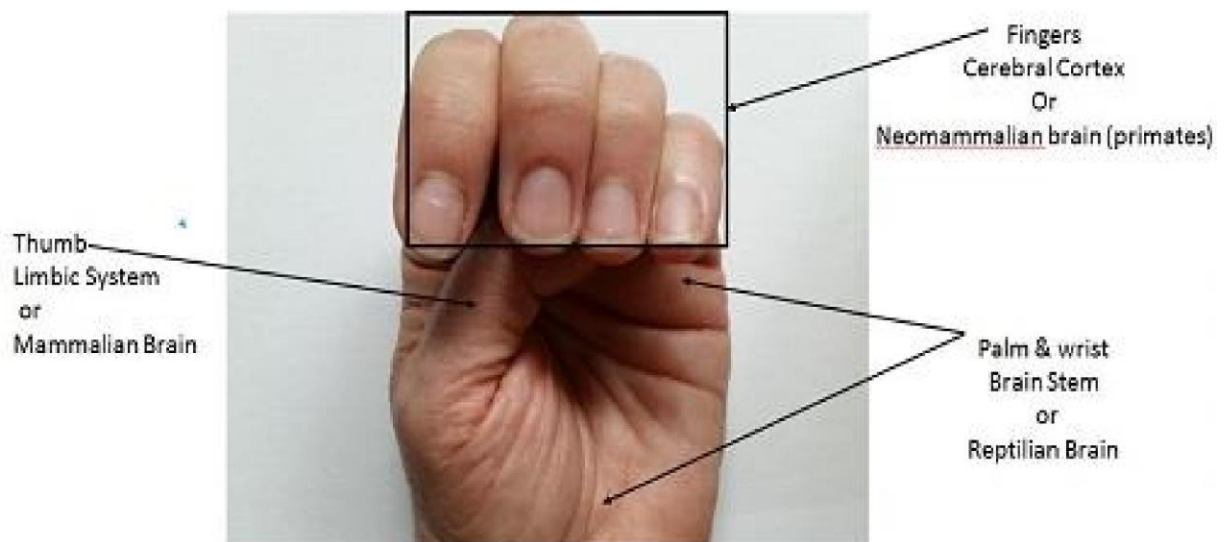
- Know that I use **Fantastic Walking** when walking to the dining hall.
- Know that I collect my food and sit down straight away, after saying 'thank you' to staff members
- Know that I should use a normal talking volume when in the dining hall. I should not be raising my voice.
- Know that I should use a knife and fork correctly.
- Know that I use good manners by saying '**please**' and 'thank you' when someone gives me my food or a drink.
- Know that I should not leave my seat once I have sat down.
- Know that once I have finished, I clear any wrappers from my table and empty any left-over food into the correct bin.
- Know that I use **Fantastic Walking** when walking from the dining hall to the playground.

Appendix 4 Understanding Behaviour

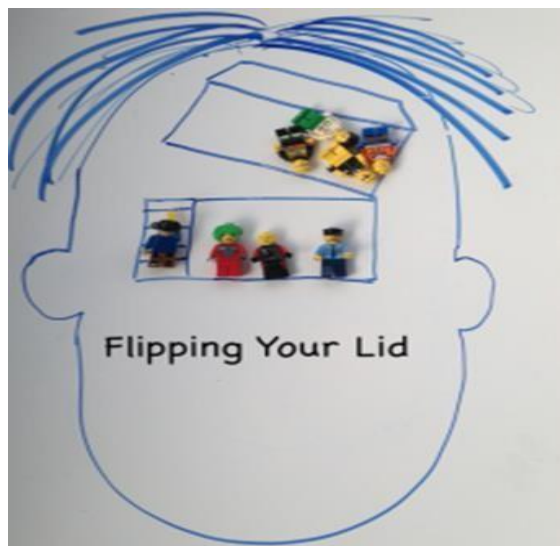
How our brains respond to stress – Flipping our Lids

How can this hand show us how our brains work?

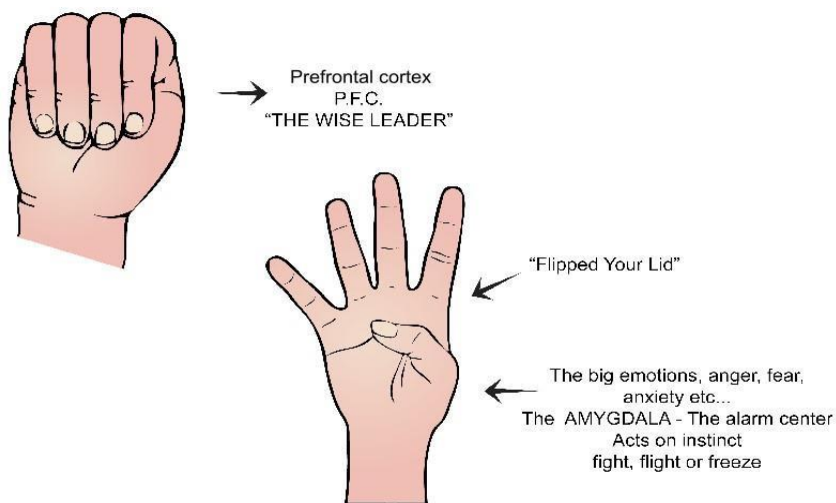
The hand model of the triune brain



What happens to our brains when we flip our lids? Click on the link to watch this video. [Triune Brain.mp4](#)



“Flipping One’s Lid”



Credit: Daniel Siegel, V.D. is the creator of this metaphor and expression "Flipped Lid". Copyright © 2014 www.sharonSelby.com

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